DOCUMENT RESUME

ED 231 903 UD 022 848

AUTHOR Triandis, Harry C.; Hui, C. Harry
TITLE Locus of Control in Hispanic and Mainstream Samples. Interim Technical Report.
INSTITUTION Illinois Univ., Urbana. Dept. of Psychology.
SPONS AGENCY Office of Naval Research, Washington, D.C. Organizational Effectiveness Research Program.
REPORT NO ONR-25
PUB DATE Dec 82
CONTRACT N-00014-80-C-0407
NOTE 16p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adolescents; Comparative Analysis; *Hispanic Americans; *Locus of Control; *Military Personnel; *Predictor Variables; Racial Differences; *Whites; Young Adults
IDENTIFIERS National Longitudinal Surveys

ABSTRACT

Data from the National Longitudinal Surveys of 1979 and 1980 were analyzed: (1) to determine whether the meaning of locus of control differed among different groups (Hispanics versus whites, males versus females, those with low versus those with high socioeconomic status, and civilians versus those in the military); (2) to examine relationships between locus of control and age, parents' education, religious attendance, job satisfaction, educational attainment, and self esteem; and (3) to examine locus of control among comparable groups. Civilian groups were found to have similar views of locus of control, while military groups viewed locus of control differently from civilians. Among civilians, externality was negatively correlated with age and parents' education, while internality was associated with self esteem. Externality and job satisfaction were positively correlated among military subjects and negatively correlated among civilians. Supportive of previous findings from research on navy recruits, this study, which involved a national sample of civilian and military subjects, found no difference in locus of control between whites and Hispanics. (MJL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED231903

Locus of Control in Hispanic and Mainstream Samples

by

Harry C. Triandis
C. Harry Hui

UD 022 348

Unclassified

SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER ONR-25	2. GOVT ACCESSION NO.	3. RECIPIENT'S CATALOG NUMBER
4. TITLE (and Subtitle) Locus of Control in Hispanic and Mainstream Samples		5. TYPE OF REPORT & PERIOD COVERED Interim Technical Report 6. PERFORMING ORG. REPORT NUMBER
7. AUTHOR(s) Harry C. Triandis C. Harry Hui		8. CONTRACT OR GRANT NUMBER(s) N 00014-80-C-0407
9. PERFORMING ORGANIZATION NAME AND ADDRESS Department of Psychology University of Illinois 603 E. Daniel, Champaign, IL 61820		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS NR 170-906
11. CONTROLLING OFFICE NAME AND ADDRESS Organizational Effectiveness Research Group Office of Naval Research (Code 442) Arlington, VA 22217		12. REPORT DATE December, 1982 13. NUMBER OF PAGES 11
14. MONITORING AGENCY NAME & ADDRESS(if different from Controlling Office)		15. SECURITY CLASS. (of this report) Unclassified 15a. DECLASSIFICATION/DOWNGRADING SCHEDULE

16. DISTRIBUTION STATEMENT (of this Report)

Approved for public release; distribution unlimited.
Reproduction in whole or in part is permitted for any purpose of the U.S. Government.

17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)

18. SUPPLEMENTARY NOTES

19. KEY WORDS (Continue on reverse side if necessary and identify by block number)

Locus of control, Hispanic, National Longitudinal Surveys

20. ABSTRACT (Continue on reverse side if necessary and identify by block number)

see attached.

DD FORM 1 JAN 73 1473 EDITION OF 1 NOV 65 IS OBSOLETE
S/N 0102-LF-014-6601

Unclassified

SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

Abstract

Using a nationwide sample of youths (National Longitudinal Surveys), this study examined (1) whether the similarity between Mainstream and Hispanic Navy recruits previously found by Hui, Triandis and Chang (Note 1) is generalizable to the general population of the same age, and (2) whether Hispanic and Mainstream, men and women, low and high socio-economic status subjects employ the same meaning of locus of control. The national sample had both civilian and military subjects. It was found that all civilian groups are similar to each other, regarding the meaning of this construct. However, the military groups are rather different from the civilian. The previous finding of no difference between Mainstream and Hispanic recruits is also replicated in this nationwide sample.

Locus of Control in Hispanic and Mainstream Samples

Harry C. Triandis and C. H. Hui

University of Illinois, Urbana-Champaign

Locus of control is a variable of considerable importance in organizational psychology. Spector's (1982) literature review suggested that there are numerous links between behavior in organizations and locus of control. Among the most relevant findings reviewed by Spector are (a) that externals tended to use a coercive leadership style in dealing with subordinates, (b) internals were more involved with their jobs, (c) exerted more effort, (d) had greater expectations of links between effort and performance and performance and reward, (e) were more effective, (f) tended to advance more quickly in the organization, (g) were more satisfied with participation while externals preferred directive supervision. (h) Internals who were dissatisfied with their job were more likely to leave, hence turnover was higher among dissatisfied internals than among dissatisfied externals. (i) In general externals adjusted better to situations requiring direction.

Thus, "battlefield operations where precise carrying out of orders is essential, would be most appropriate for externals who are more suited for directive supervision (Spector, 1982, p.494). Internals, on the other hand are "better at collecting and processing information and would be better at performing complex tasks" (Spector, p.494). This suggests that organizations may well do better if they assign individuals to jobs taking their level of locus of control into account.

As part of an effort to understand the meaning of being a Hispanic in the U.S. Triandis and his collaborators undertook a detailed analysis of locus of control in Hispanic and Mainstream Navy recruit samples (Hui, Triandis, & Chang, Note 1). This study found no differences between the two cultural groups in locus of control. This raises the question: Are the Navy samples representative of the U.S. population, or is the Navy selecting Hispanics who match the

attributes of the mainstream recruits?

To obtain some indication of the possible answers to this question we examined, in the present study, the locus of control of representative samples of the U.S. population.

Furthermore, a related study was undertaken. We wanted to find out if the meaning of locus of control was the same for the various samples in our investigation. In the previous study (Hui, Triandis & Chang, Note 1) it was found that Hispanic and Mainstream Navy recruits had at least one equivalent aspect of locus of control: the Difficult-Easy World factor. This was established by means of both nomological validation (Cronbach & Meehl, 1955) and multidimensional scaling (Carroll & Chang, 1970). The advantages of such an approach to the identification of a common meaning of a construct are discussed in Hui (Note 2). In the present study we were interested in checking whether the conclusion of Hui, Triandis and Chang (Note 1) is generalizable to the general population. Do Hispanic and Mainstream, men and women, low and high in socio-economic level subjects employ the same meaning of locus of control?

Method

The National Longitudinal Survey sampled youths age 14-24 twice, during 1979 and 1980. Subjects were included in the sample if they were between the ages of 14 and 21 on January 1, 1979. A total of 12,686 men and women were identified. A long survey was administered, which included the usual demographic information. Individuals were included in the population if they were living within the 50 states or if they were on active military duty outside the U.S. Excluded from these groups are individuals living in institutions on a permanent basis.

Details of the sampling can be found in the National Longitudinal Surveys Handbook 1981. Briefly, it is a multistage probability sample of the U.S. Some oversampling was done to increase the numbers of high socio-economic level

subjects as well as of Hispanics and blacks. Members of the military were sampled in 299 military units, and were selected with probabilities proportional to the number of persons 14-21 years old within each unit.

For the study of the meaning of locus of control among samples of males and females, whites, blacks and Hispanics, military and civilian personnel, we employed the samples shown in Table 1. The Ns are generally 200, except when a particular combination of attributes resulted in the NLS having just a few more than 200 cases, and when the NLS had fewer than 200 cases with the particular combination of attributes. When sampling subjects with a particular combination of attributes to obtain the 200 to be used in this study, the sampling from the NLS was done randomly.

Procedure

The interviewer told the following to the subject: "We would like to find out whether people's outlook on life has any effect on the kind of jobs they have, the way they look for work, how much they work, and matters of that kind. On each of the cards is a pair of statements number 1 and 2." At that point the respondent received a card booklet. "For each pair, please select one statement which is closer to your opinion. In addition, tell me whether the statement you selected is much closer to your opinion or slightly closer. In some cases you may find that you believe both statements; in other cases you may believe neither one. Even when you feel this way about a pair of statements, select the one statement which is more really true in your opinion."

"Try to consider each pair of statements separately when making your choices; do not be influenced by your previous choices."

The statements presented to the subjects were the following:

1. What happens to me is my own doing.

   vs

   Sometimes I feel that I don't have enough control over the direction my life is taking.

2. When I make plans, I am almost certain that I can make them work.

vs

It is not always wise to plan too far ahead, because many things turn out to be a matter of good or bad fortune anyhow.

3. In my case getting what I want has little or nothing to do with luck.

vs

Many times we might just as well decide what to do by flipping a coin.

4. Many times I feel I have little influence over the things that happen to me.

vs

It is impossible for me to believe that chance or luck play an important role in my life.

It can be seen that the statements selected by the NLS generally fall in the Difficult-Easy World and Predictable-Unpredictable World clusters identified by Collins (1974). Coding was done by assigning a 1 to the least external and a 4 to the most external response to each item. Since there are four items the scale could range from 4 to 16.

For the study of the meaning of locus of control for the various samples we selected a total of nine additional variables: age, mother's education, father's education, religious attendance, job satisfaction in 1979 and in 1980, highest grade attained, self-esteem and we also computed a response set index from other responses to the interview items. Many of these variables were shown to be linked to locus of control in previous studies.

Results

Meaning of Locus of Control

Pearson correlations coefficients between locus of control and the nine variables mentioned above were computed for each of the 14 groups listed in Table 1. They are presented in Table 2. As can be seen the civilian groups

were very similar to each other. Externality was negatively related to age, i.e. older persons were more internal. Internality was linked to self-esteem. Externality was negatively correlated with parental education.

The military groups are rather different from the civilian. In particular, in the military, externality tended to be positively related to job satisfaction, while for the civilian samples the opposite was the case.

For the black and Hispanic military samples locus of control is unrelated to the nine variables.

In general it appears that the meaning of locus of control is not the same in the military and civilian samples, though it is quite similar within the civilian. These results suggest that it is safe to compare samples within the civilian population, but it may not be safe to compare the civilian with the military samples.

A multidimensional scaling analysis was also performed to locate the 14 samples in relation to each other. This analysis also showed that the civilian samples were close to each other, while the military samples differed. Only some of the military samples were sufficiently close to the civilian to permit comparison.

In summary, this analysis was used as a guide to establish which comparisons are safe and to distinguish them from the comparisons that may not be legitimate.

Comparisons of the Samples

The first analysis compared the 14 samples with each other. An Analysis of Variance indicated that they were significantly different from each other ($p<.0000$). The mean externality of the samples is shown in Table 1.

Comparisons will be made only if they are legitimate, as outlined above. According to the results of Table 2 and the multidimensional scaling (not shown), the only Hispanic-Mainstream (whites) comparison that is legitimate is between the second and the fourth sample. That comparison is not significant.

The only military-civilian comparison that is legitimate is between samples 2 and 9. That comparison is almost significant ($p<.10$) and suggests that perhaps the military sample is more internal than the civilian. Three legitimate comparisons can contrast the males and females: samples 1 and 5, 2 and 6, and 4 and 8. Those comparisons were not significant.

These results, then, are consistent with those obtained by Hui et al. (Note 1) for Navy recruits. There is no reliable difference between Hispanics and the Mainstream in internality.

Additional Comparisons of Interest to the Navy

Comparisons of the Hispanic and Mainstream samples in the military is not strictly legitimate, because of the difference in the meaning of externality in the two cultures. For two of the four items the Hispanics are more external ($p<.004$), but we hesitate to pay attention to this finding.

On the other hand, there are a number of findings from the NLS data that do have some interest. First, the demographic profiles of the populations in the NLS shows that Hispanics are 5 percent of the total NLS sample. In the Navy there are only 2.83% Hispanics, which is about half of what one might have if this ethnic group were sufficiently represented in the Navy. Second, comparisons of the Hispanic with the Mainstream military samples suggest that they differ in some respects. Some of these differences are not surprising--e.g. the parents of Hispanics have less education than the parents of the Mainstream. Other differences are interesting. Among the more interesting: Hispanics receive less training in the military (12.5 weeks) than Mainstream military personnel (17.7 weeks); this difference is significant ($p<.01$). Linked to that is the finding that 41% of the Mainstream, 30% of the blacks and only 28% of the Hispanics report that they have taken a course during the recent enlistment. That distribution is not due to chance (chi square of 9.3, with df=2, $p<.01$).

In spite of these training differences more blacks (37.4%) and Hispanics (30.6%) intend to re-enlist than is the case for the Mainstream (20.7%) ($p<.001$).

Discussion

When Hui, Triandis and Chang (Note 1) found no differences in externality between Hispanic and Mainstream Navy recruits they wondered whether the Navy is selecting Hispanics who are unrepresentative of Hispanics in the general U.S. population. The present study clearly shows that that is not the case. Apparently there are no differences in externality between the Hispanic and the Mainstream populations sampled by the NLS.

Table 1 shows that the military white males and females are internal relative to the rest of the population. Thus the military are apparently selecting white individuals who are more internal than the average of the population, while the same does not happen for the blacks and Hispanics. However, these comparisons are not completely legitimate, since the data of Table 2 suggest that the meaning of locus of control is not the same for the various military samples, while it is reasonably similar for the civilian samples.

The NLS data suggest that the military do not train Hispanics and blacks as much as they do in the case of the Mainstream. However, this may be due to the lesser preparation of these samples when they join the military. Presumably some education is necessary in order to get into training courses. Furthermore, this result agrees with observations made by Rojas (Note 3), who found that few Hispanics were selected for advanced training in the Navy. In spite of this training discrepancy, the Hispanics of the NLS are more interested than the Mainstream in re-enlisting in the military. This too may suggest that they do not perceive discrimination in the lack of training, but simply a response to their poor preparation for training.

Reference Notes

1. Hui, C. H., Triandis, H. C., & Chang, B. H. Locus of control among Mainstream and Hispanic Navy recruits: A methodological and substantive study. (Technical Report ONR-9). Champaign, Illinois: Department of Psychology, University of Illinois, 1982.

2. Hui, C. H. Measurement in cross-cultural psychology: A review and comparison of strategies for empirical research. Unpublished manuscript, Department of Psychology, University of Illinois, Champaign, Ill., 1982.

3. Rojas, L. A. Salient Mainstream and Hispanic values in a Navy training environment: An anthropological description. (Technical Report ONR-22). Champaign, Illinois: Department of Psychology, University of Illinois, 1982.

References

Collins, B. E. Four components of the Rotter internal-external scale: Belief in a difficult world, a just world, a predictable world, a politically responsive world. Journal of Personality and Social Psychology, 1974, 29, 381-391.

Cronbach, L. J., & Meehl, P. E. Construct validity in psychological tests. Psychological Bulletin, 1955, 52, 281-302.

Caroll, J. D., & Chang, J. Analysis of individual differences in multi-dimensional scaling via an N-way generalization of "Eckart-Young" decomposition. Psychometrika, 1970, 35, 283-319.

National Longitudinal Surveys Handbook. Columbus, Ohio: Center for Human Resource Research, Ohio State University, 1981.

Spector, P. Behavior in organizations as a function of employee locus of control. Psychological Bulletin, 1982, 91, 482-497.

Table 1: Numbers of Subjects in Each Cell of the Design

Sample No.	Description	Mean Externality	Number of Subjects
1.	High SES white males	8.5	200
2	White males	8.8	203
3	Black males	8.9	200
4	Hispanic males	8.8	216
5	High SES white females	8.7	200
6	White females	9.0	198
7	Black females	9.3	200
8	Hispanic females	9.0	228
9	military white males	8.3	200
10	military black males	8.7	162
11	military Hispanic males	8.6	53
12	military white females	7.7	200
13	military black females	8.5	89
14	military Hispanic females	8.2	25
	Total		2374

Table 2: Correlation of Externality with Outside Variables in the 14 Samples of Table 1 (decimals omitted)

Variable	Samples													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
S's age	-14*	-31*	-15*	-20*	-15*	-25*	-15*	-13*	-13*	09	-04	-02	09	-13
Mother's education	-09	-25*	-23*	-22*	-16*	-19*	-03	-24*	00	-21*	-33*	-06	-40*	16
Father's education	-17*	-25*	-23*	-17*	-14*	-03	00	-30*	-04	-23*	-12	-04	-43*	34
Religious attendance	-19*	-04	08	01	-02	07	06	-14*	-19*	07	06	-05	03	48*
Job satisfaction, '79	08	-10	-13	-06	-12	02	15	15	16*	01	-03	05	11	20
Highest grade att.	-10	-31*	-38*	-33*	-31*	-51*	-13	-26	-35	05	37	10	a	25
Job satisfaction, '80	-03	01	-07	-06	-09	05	03	08	26*	03	13	14*	-15	08
Self-esteem	-28*	-25*	-24*	-32*	-22*	-27*	-13*	-35*	-35*	-09	-08	-27*	-31*	-47*
Response set	-16*	-09*	-08	-09*	-14*	-13*	-05	-04	-01	-08	-05	-09	-27*	-08

Notes: [a] Due to lack of variance the correlation can not be computed

* $p<.05$